Diagnostic Phase:

Learning Standard(s):

**N.Y.S. Language Arts Standard 1**: Language for Information and Understanding

**Elementary Key Idea 1:** Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

**Elementary Key Idea 2:** Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

**N.Y.S. Language Arts Standard 4:** Language for Social Interaction

**Elementary Key Idea 1:** Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Goal(s):

* Students will be able to define the word antonym.
* Students will be able to identify antonyms.

Objective(s):

* Students will be able to know and understand the definition of the word antonym.
* Students will be able to match up antonyms.
* Students will be able to play games on antonyms.

Entry Skills:

* Students have a concept of what opposites are.

Model/strategy appropriate:

* Direct Instruction
* Independent Practice
* Cooperative Learning

Materials:

* Video clips from YouTube:

<http://www.youtube.com/watch?v=h9OFejerQVM&feature=PlayList&p=B91E9D9959E509BB&index=0&playnext=1>

<http://www.youtube.com/watch?v=fwIZiqgpRDw&feature=PlayList&p=B91E9D9959E509BB&index=2>

* Computer to go into the internet:

<http://www.quia.com/jfc/44806.html>

<http://www.manythings.org/wbg/opposites_2-jw.html>

<http://www.oswego.org/ocsd-web/match/matchgeneric.asp?filename=kderitteantonyms>

<http://www.sadlier-oxford.com/phonics/antonyms/antonyms.htm>

<http://www.arcademicskillbuilders.com/games/frog/frog.html>

* Website where the teacher is able to print out the worksheets that the students are going to use in class: <http://www.ezschool.com/Grade3ESheets.html>
* Notebook
* Pen/Pencil
* Chalk
* Chalkboard
* Worksheets

Classroom organization:

* Students will work independently on the match games.
* Students will work in groups on some of the antonyms worksheets and for the preparation of the quiz.

Delivery Phase:

Anticipatory set:

* Students will be asked to give examples of opposites. Then the teacher will explain that antonyms are another word for opposites. Then the teacher will present a YouTube video on antonyms.

Procedures for achieving objective(s):

**Day One:**

1. Students will be asked to give examples of opposites. The students will be grouped together and they will come up with opposites. Each group will come up and present their opposites and write it on the board. Therefore, the students will have roles. One student will be the presenter while the other student writes down the opposites on the board. Then the teacher will explain that antonyms are another word for opposites. Then the teacher will present a YouTube video (<http://www.youtube.com/watch?v=h9OFejerQVM&feature=PlayList&p=B91E9D9959E509BB&index=0&playnext=1>) on antonyms. **Write a list of opposites on a loose-leaf paper.**
2. Students will then be grouped again. Each group will get a different worksheet on antonyms from the webpage in which they will use for their other activities. These worksheets (match the opposite level one) should be printed out in advanced for the students. Then the students will switch their worksheets with another group. Then the students will grade the worksheets, the students will be provided with the answer sheets. Then the students will get there worksheets back to see how well they did. Then the worksheets will be handed in to the teacher at the end.

**Day Two:**

1. The students will be provided with a Do Now which includes an antonym worksheet (match the opposite level two, sheet one). Then the students will handed in for a class grade. After, all of the worksheets are handed in the teacher will verbally go over the answers with the students. **Match the word to the right antonym.**
2. The students will watch another YouTube video on opposites of gender (<http://www.youtube.com/watch?v=fwIZiqgpRDw&feature=PlayList&p=B91E9D9959E509BB&index=2> ). After watching the video the teacher will ask students if they can come up with any other opposites of gender. **Tell me other opposites of gender.**
3. The students will first look at flash cards on antonyms. From this website: <http://www.quia.com/jfc/44806.html> you will get flashcards on antonyms. I will suggest that you make these flash cards for your students to use in the classroom and practice. The students can first practice by themselves then they can work in pairs.
4. Then the students will play a match up game from this website: <http://www.manythings.org/wbg/opposites_2-jw.html>.
5. Afterwards, the teacher will tell the students to go on the rug. The teacher will have a little game. The teacher will say a word and a student gives the antonym of that word. These words would come directly from the activities that they did on the computer previously. If the student gets the right antonym, that student gets a jolly rancher. **Identify the correct antonym.**

**Day Three:**

1. The students will start by doing this match up for a Do Now from this website: <http://www.oswego.org/ocsd-web/match/matchgeneric.asp?filename=kderitteantonyms>

**Conclude the correct antonyms for the game.**

1. Then the students will use this website: <http://www.sadlier-oxford.com/phonics/antonyms/antonyms.htm> to play a game on matching the correct antonym when it appears. For this game the students will get a score at the end. There are also different levels that they can continue on to.
2. After the students are done with their games I would tell them that they will have a quiz. I will tell the students that they can either revisit the games they played, study with a partner, work on other worksheets (that can be printed out from match the opposite level two from the ezschool.com website), or work on the frog game (from the website: <http://www.arcademicskillbuilders.com/games/frog/frog.html>).
3. Then the teacher will pass out the quiz. The students will be given ten minutes to finish the qui**z. Decide which antonym is the correct one for each word.**

Guided practice activities:

* Students will be able to match up antonyms.

Bloom’s Taxonomy Questions:

1. **Knowledge**: **Write a list of opposites on a loose-leaf paper.**
2. **Comprehension**: **Match the word to the right antonym.**
3. **Application**: **Identify the correct antonym.**
4. **Analysis**: **Conclude the correct antonyms for the game.**
5. **Synthesis**: **Tell me other opposites of gender.**
6. **Evaluation**: **Decide which antonym is the correct one for each word.**

Closure:

* Students will get a quiz on antonyms.

Independent practice activities:

* Students will play the memory games on antonyms.
* Students will be able to match antonyms.

Evaluation of learning:

* Quiz

Differentiated instruction:

* Students will be able to visually see two clips on antonyms.
* Students will be able to match antonyms.

Follow-up Lesson:

* Students will learn about synonyms.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Antonyms Quiz

**Decide which antonym is the correct one for each word.**

Directions: Match the word on the left with the words on the right.

1. Able \_\_\_\_\_\_\_\_\_Sort
2. Mix \_\_\_\_\_\_\_\_\_Bulky
3. Dull \_\_\_\_\_\_\_\_\_Fail
4. Lean \_\_\_\_\_\_\_\_\_Unable
5. Pass \_\_\_\_\_\_\_\_\_Clear
6. Gain \_\_\_\_\_\_\_\_\_Lose
7. Enemy \_\_\_\_\_\_\_\_\_Mini
8. Jumbo \_\_\_\_\_\_\_\_\_Finish
9. Light \_\_\_\_\_\_\_\_\_Friend
10. Begin \_\_\_\_\_\_\_\_\_Heavy

**Challenge:**

1. Establish \_\_\_\_\_\_\_\_\_Fake
2. Genuine \_\_\_\_\_\_\_\_\_Abolish
3. Wobbly \_\_\_\_\_\_\_\_\_Continue
4. Interior \_\_\_\_\_\_\_\_\_Steady
5. Quit \_\_\_\_\_\_\_\_\_Exterior

Rubric for working with others

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 |
| Working with others | Almost always listen to, share with, and support the efforts of others. Tried to work well with others. | Usually listen to, share with, and support the efforts of others. Do not cause conflicts in the group. | Often listen to, share with, and support the efforts of others, but sometimes I am not a good team member. | Rarely listen to, share with, and support the efforts of others. Often I am not a good team player. |
| Attitude | I am never publicly critical of others. Always had a positive attitude about the task(s). | I am rarely publicly critical of others. Often had a positive attitude about the task(s). | I am occasionally  publically critical of others. Usually had a positive attitude about the task(s). | I am often publicly critical of others. Often had a negative attitude about the task(s). |
| Focus on the task | I consistently stay focused on the task and what needed to be done. I am very self-directed. | Focused on the task and what needed to be done most of the time. Other group members can count on me. | Focused on the task and what needed to be done some of the time. Other group members must sometimes nag and remind me to keep on task. | Rarely focused on the task and what needed to be done. I let others do the work. |